

**Hale A. Woodruff
P.S. 224**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 19K224

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 224 SCHOOL NAME: Hale A. Woodruff

SCHOOL ADDRESS: 755 Wortman Avenue

SCHOOL TELEPHONE: 718-235-3600 FAX: _____

SCHOOL CONTACT PERSON: Mr. George Andrews EMAIL ADDRESS: gandrews@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Tameeka Singleton

PRINCIPAL: Mr. George Andrews

UFT CHAPTER LEADER: Mr. Sameer Ramnani

PARENTS' ASSOCIATION PRESIDENT: Ms. Tameeka Singleton

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 19 SSO NAME: Knowledge Network

SSO NETWORK LEADER: Ms. Martha Rodriguez-Torres

SUPERINTENDENT: Mr. Martin Weinstein

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mr. George Andrews	*Principal or Designee	
Ms. Yvette Padilla	CSA Representative	
Ms. Elizabeth Fried	*UFT Chapter Chairperson or Delegate	
Ms. Janice McLean	UFT Representative	
Ms. Laverne Wariboko	UFT Representative	
Ms. Anita Wooten	UFT Representative	
Ms. Yomarys Alvarez	DC 37 Representative	
Ms. Tameeka Singleton	*PA/PTA President or Designated Co-President	
Ms. Joyce French	Title I Parent Representative	
Ms. Lori Willis	Parent Representative	
Ms. Shakeema Middleton	Parent Representative	
Ms. June Delpratt	Parent Representative	
Ms. Arlene Peralta	Parent Representative	
Ms. Lakisha Briggs	Parent Representative	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Hale A. Woodruff Public School 224 is an elementary school that is located in the East New York Section of Brooklyn, surrounded primarily by multi-family dwellings but recently, several two and three-family new homes have been constructed that borders the Howard Beach/E.N.Y. community. Most of our students are from the local area, which is 100% Title I funding students.

P.S. 224 services students from Pre-Kindergarten through Grade 6. The school population is comprised of 74% Black, 23% Hispanic, 1% White, and 2.5% Asian students. The student body includes 0.8% English language learners and 0.6% special education students. Boys account for 49% of the students enrolled and girls account for 51%. The average attendance rate for the school year 2008-2009 was 91.4%. More than 90% of our student population qualify for free lunch. The school is in recipient of Title 1 funding with 100% eligibility.

P.S. 224 is a member of the Knowledge Network Learning Support Organization and is currently in the third year of implementation of the Core Knowledge comprehensive curriculum. The school has developed and implemented a thematic-based interdisciplinary Core Knowledge curriculum using the Balanced Literacy approach (i.e. Read Aloud; Shared Reading; Guided Reading Independent Reading, Writing) in grades 4, 5 and 6. The curriculum outlined Core Knowledge Social Studies unit topics which are infused throughout various subject areas (i.e. Reading, Writing, Science, Art, Music, etc.). In 2008-2009, the school also reinstated a number of literacy initiatives such as the Skill of the Week; Grammar Focus of the Week and the Book of the Month. In 2009-2010, P.S. 224 is at the forefront of promoting literacy. This is evident by the hire of a full-time licensed Librarian to facilitate our newly renovated library with new titles including the literature classics. The librarian hosts a number of class visitations to the library in order to promote literacy and infuse the school-wide literacy initiatives. This year, we are expanding our horizons and are initiating a number of literary upcoming events as RIF, Book of the Month club, Scholastic Book Fairs, and inviting several authors to conduct assembly presentations and teacher workshops on poetry for "Author's Day" in April 2010.

Additionally, P.S. 224 is in its fourth year of implementation of the Reading First program initiative for Grades K-3. Current strategies for improving instruction and student performance in English Language Arts include implementation of the various literacy strands (phonics; phonemic awareness, word study; comprehension and fluency). This approach is conducted through a 120-minute literacy block and is supported through the Harcourt Trophies literacy anthologies and Intervention Kits.

Presently, Grades K-5 are using Everyday Mathematics as the primary vehicle for mathematics instruction in the school and Pre-K is using McGraw-Hill mathematics. Grade 6 is continuing implementation of Impact Math during the 90-minute math block. In 2009-2010, P.S. 224 also incorporated a pilot comprehensive Math program known as Envision Math. The program highlights

the interactive problem solving mathematical and visual learning coupled with ongoing diagnostic and intervention daily data driven differentiated lessons. Envision Math allows students to conduct assessments online as well as provide teachers with item skills analysis and online resources. There is a total of six classes (two 4th grade; two 5th grade and two 6th grade) that are piloting the program this year.

In 2009-2010, P.S. 224 has provided the science department with a “state of the art” science laboratory that will be utilized to conduct hands-on science exploration. The Early Childhood grades (grades Pre-K to 2) will implement the Harcourt Science Core Curriculum which utilizes the Lakeshore science manipulatives, kits and grade-level science libraries. The grade 4 living environment experiments and investigations will be conducted in both classrooms and in the science laboratory in preparation for the NYS Science examination. The upper elementary students (i.e. grades 4, 5 and 6) will document their findings/discoveries within their science journals as teachers provide interdisciplinary lessons merging the science and literacy curricula. The school’s Science curriculum models the NYS Science core curriculum and the FOSS program. Columbia University department of Science and Technology has donated microscopes and other pertinent material to P.S. 224 to help foster our growth in enhancing the Science curriculum.

A highly distinctive feature of our school is our emphasis on the application of technology in all classrooms. All classrooms are wireless and contain Smartboards with either desktops or laptops. Technology is infused into all curricular areas through the use of in-classroom computers and a mobile laptops unit in each classroom. Additionally, Early Childhood teachers utilize the Palm Pilot to assess Dibels and ECLAS2 data. Students will have multiple opportunities to use technology to demonstrate and support their learning. In the 2009-2010 school year, P.S. 224 will provide several teachers in various grades to utilize the Smartboard AirLiner tablet. The tablet allows teachers to conduct their lesson and well as circulate the room to assist and support students simultaneously.

Another highly distinctive feature of P.S. 224 is that we have exposed our students to a wealth of extracurricular activities; specifically in the areas of physical education and the performing arts. Our Physical Education department has been highly successful in providing a comprehensive physical education curriculum (i.e. Fitness Gram, Basketball, Soccer, etc.) and activities as well as being an instrumental part in raise funds and awareness for “Hoops for Heart”. In the 2009-2010 school year, P.S. 224 has expanded our physical education curriculum in providing our students to participate in such sports as Tennis and Archery. As always, P.S. 224 promotes our annual “Field Day” event at Jefferson Field for Grades 4, 5 and 6 and “Fun Day” for Grades Pre-K to 2.

P.S. 224 has staffed a full-time dance teacher and has maintained a consistent partnership of artistic residency with Studio in a School, Creative Outlet, Pure Elements and Leap residencies. P.S. 224 takes pride in the activities that integrate instruction for teaching and learning. The following are the programs that have been successfully implemented at P.S. 224 in recent years: The Step Team, The Choir, After School Dance Program, Drama/Theatre Productions, Basketball Team, and the Student Government. We provide assembly programs for each grade to celebrate student achievement and are proud to provide monthly performances from our Arts Department as part of our award assemblies. There is a full range of academic enrichment programs for all students such as the Extended Day program, Saturday Academy, and Early Morning Tutorial.

We believe that all children can and will achieve high standards of excellence. That achievement will be realized by involving our children in activities that foster their emotional, social and intellectual growth. In full collaboration with staff, parents, and community, our children develop continuously

into critical thinkers, life-long learners, and become productive and active role-players in society. We are a vision of a community where staff, parents and community partners collaborate to raise our children. P.S. 224 remains committed to providing a comprehensive educational environment that promotes literacy and academic excellence. Thus, our school continues to promote our motto "*Together Towards Excellence*".

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Hale A. Woodruff			
District:	19	DBN #:	19K224	School BEDS Code #: 331900010224

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	36	36	36		89.5	90.3	91.4		
Kindergarten	107	109	107						
Grade 1	121	139	133	Student Stability: % of Enrollment					
Grade 2	106	115	124	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	118	103	121		90.5	93.4	TBD		
Grade 4	126	106	93						
Grade 5	157	134	98	Poverty Rate: % of Enrollment					
Grade 6	95	124	123	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		90.5	93.4	TBD		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		9	9	TBD		
Grade 12	0	0	0						
Ungraded	2	4	2	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	868	870	837		1	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	40	29	23						
No. in Collaborative Team Teaching (CTT) Classes	12	27	26	Principal Suspensions	11	2	TBD		
Number all others	25	36	30	Superintendent Suspensions	21	13	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	68	51	48	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	4	2	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	59	70	69
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	14	17
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	N/A	3	4
	2	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100	100	100
American Indian or Alaska Native	0.4	0.3	0	Percent more than two years teaching in this school	69.5	61.4	60.9
Black or African American	71.7	73	73.8	Percent more than five years teaching anywhere	49.2	55.7	63.8
Hispanic or Latino	24.2	23	22.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.5	2.6	2.5	Percent Masters Degree or higher	83	83	87
White	1.3	1	1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	89.9	81.9	91.8
Multi-racial							
Male	52.1	50.9	49.5				
Female	47.9	49.1	50.5				

2009-2010 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual	Elementary/Middle Level	Secondary Level	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Subject/Area Ratings	ELA:	In Good Standing	ELA:			
	Math:	In Good Standing	Math:			
	Science:	In Good Standing	Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	–	–				
Black or African American	√	√	√			
Hispanic or Latino	√	√	–			
Asian or Native Hawaiian/Other Pacific Islander	–	–	–			
White	–	–				
Multiracial						
Other Groups						
Students with Disabilities	√ ^{SH}	√	–			
Limited English Proficient	–	–	–			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	5	3	0	0	0
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	–	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Proficient
Overall Score	82.2	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	8.5	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	14.5	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	50.2	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	9.0	Quality Statement 5: Monitor and Revise	Proficient
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

PS 224 has identified the following needs assessment in English Language Arts for the **2009-2010** school-year. From our needs assessment, we summarized our findings by grade from Pre-Kindergarten to Sixth Grade. Our findings are as follows:

Student Performance- Pre-K

Historically the Pre-Kindergarten students have developed and secured the pre-kindergarten performance indicators and have met the requirements for the NYS early childhood standards.

After careful disaggregating of the data for the past four years, we have concluded the following:

- In many instances the students are fairing above benchmark levels when exiting pre-kindergarten. Many of these students continue in PS 224 as Kindergarten students the following year with literacy instruction utilizing Reading First Initiatives.

After careful analysis of our data, we noted the following observations:

- The data indicates that these students who have attended pre-kindergarten tend to achieve literacy benchmark goals more efficiently than those students who have not attended pre-school. In an effort to continue to promote early literacy, PS 224 has created an additional pre-kindergarten class consisting of 18 students; totaling the pre-kindergarten population to 54 students.

PS 224 has identified the following needs assessment in English Language Arts for the **2009-2010** school year. From our needs assessment, we summarized our findings by grade from Kindergarten to Sixth Grade. Our findings are as follows:

Kindergarten through Grade 2

Student Performance

Historically students in Kindergarten and Grade One have shown progress from the B.O.Y assessments to the E.O.Y. assessments in DIBELS. However in grade two there was a decrease in performance by the end of the year compared to the beginning of the year assessments.

After careful disaggregating of the data for the past four years, we have concluded the following:

- Over the past four years utilizing Reading First we noticed that by the end of the year assessment there was an increase in students approaching and meeting benchmark goals and a slight decrease in those students that were in need of intensive support.
- Approximately 40% of students in grade 2 are not meeting benchmark goals in the strand of Oral Reading Fluency.
- Approximately 30% of the students in grades 1 and 2 are in need of strategic support for reading comprehension; this means that the students are slightly below level in the dimension of reading comprehension.
- All students in K-2 are in need of more support in the area of writing development.

We attribute the slight decline to the following observations:

- In grade 2 oral reading fluency (ORF) shows the largest decline. We attribute this decline to the rigorous leap in benchmark goals for second grade students by the end of the year.
- Spiraling of content focus skill.
- Partial implementation of writing program and designated writing block.

After careful analysis of our data, we noted the following observations:

- Students that received Early Morning Tutoring made great gains to approaching and achieving benchmark goals.
- Students that received small group instruction at least twice a week made gains to approaching and achieving benchmark goals.

Although our grades K-2 English Language Arts results show an increase in student performance in phonics, phonemic awareness, and decoding we believe that with the following plan in place, we can see an improvement in students overall literacy performance levels.

- Continued Early Morning Tutoring for those targeted students in grades one and two.
- Full implementation of a writing program with a daily assigned writing block and instructional pacing calendar and curriculum.
- Continued reading assessments using Running Records focusing on the elements of comprehension.

English Language Arts

An analysis of NYS Assessment results over a two year period from 2008-2009 indicates the following:

Grade	Year	#L1	%L1	#L2	%L2	#L3	%L3	#L4	%L4	#L3+4	%L3+4
3	2008	12	12.2	44	44.9	40	40.8	2	2.0	42	42.9
3	2009	11	9.2	38	31.9	66	55.5	4	3.4	70	58.8

Historically our 3rd grade students have done well on the NYS Elementary Level **English Language Arts Examination** with a consistent increase over the past two years, achieving 15.9% (school year 2008-2009) respectively.

After careful disaggregating of the data for the past two years, we have concluded the following:

- Although we have made significant gains from 2008-2009, we showed an increase of 1.4% of levels 3's and 4's.

In reference to the statistics from the table above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to the addition of the literacy skills and strategies (Book of the Month writing initiative) that were implemented for the 2008-2009 school year.

We attribute the slight decline to the following observations:

- Teachers are having difficulty infusing the comprehensive literacy program (i.e. Reading First literacy program and the Core Knowledge curricula scope and sequence).
- There is a need for more collaboration curriculum planning; differentiated lessons; and developing thematic units and assessments (i.e. Book of the Month) through comprehensive professional development.

After careful analysis of our data, we noted the following observations:

- Our students' weakest areas are in the short and extended response portion of the examination.
- A review of the item skills analysis and various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments) revealed that students continued to demonstrated a deficiency in the area of critical analysis and comprehension of the following literacy skills and strands:
 - Main Idea and Support Details
 - Use graphic organizers to record significant details from the story
 - Collect and interpret data, facts and details
 - Understanding written directions and procedures
 - Sequence of Events

Although our 3rd grade English Language Arts results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- P.S. 224 will provide professional development opportunities and intervisitations for our third grade classroom teachers in curriculum development on a monthly basis through our Literacy coaches and Supervisors.
- We will focus our efforts in a school wide initiative and infuse interdisciplinary thematic units.

- We will administer Beginning, Middle, and End of Year assessments; Running Records as well as monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 4th grade teachers, literacy coach and Supervisors to meet on a monthly basis so they can review data and plan meaningful differentiated lessons.
- We will initiate a test sophistication model throughout grades 2 and 3 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Parents will review student performance through periodic progress reports utilizing the student planners and ARIS parent link data information.

English Language Arts

An analysis of NYS Assessment results over a four year period from 2006-2009 indicates the following:

Data Analysis/Finding - Grade 4

Grade	Year	#L1	%L1	#L2	%L2	#L3	%L3	#L4	%L4	#L3+4	%L3+4
4	2006	44	31.4	51	36.4	43	30.7	2	1.4	45	32.1
4	2007	22	17.9	59	48.0	42	34.1	0	0.0	42	34.1
4	2008	19	18.6	40	39.2	42	41.2	1	1.0	43	42.2
4	2009	9	9.6	44	46.8	41	43.6	0	0.0	41	43.6

Historically our 4th grade students have done well on the NYS Elementary Level **English Language Arts Examination** with a consistent increase over the past four years, achieving **32%** (school year 2005-2006); **34.1%** (school year 2006-2007); **42.2%** (school year 2007-2008); **43.6%** (school year 2008-2009), respectively.

After careful disaggregating of the data for the past four years, we have concluded the following:

- Although we have made significant gains from 2006-2009, we showed a minimal increase of 1.4% of levels 3's and 4's.
- Our level four students have declined 1% from for the 2008-2009 school year.

In reference to the statistics from the table above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to the addition of the literacy skills and strategies (Skill of the Week; Grammar Focus of the Week; Book of the Month writing initiative) that were implemented for the 2008-2009 school year.

We attribute the slight decline to the following observations:

- The Knowledge Network has in the past 2 years, introduced new Core Knowledge curriculum materials and infused a comprehensive literacy program.
- There is a need for more collaboration curriculum planning; differentiated lessons; and developing thematic units and assessments (i.e. Book of the Month) through comprehensive professional development.

After careful analysis of our data, we noted the following observations:

- Our students' weakest areas are in the short and extended response portion of the examination.
- A review of the item skills analysis and various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments) revealed that students continued to

demonstrated a deficiency in the area of critical analysis and comprehension of the following literacy skills and strands:

- Main Idea and Support Details
- Use graphic organizers to record significant details from the story
- Collect and interpret data, facts and details
- Understanding written directions and procedures
- Sequence of Events

Although our 4th grade English Language Arts results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- P.S. 224 will provide professional development opportunities and intervisitations for our fourth grade classroom teachers in curriculum development on a monthly basis through our Literacy coaches and Supervisors.
- We will focus our efforts in a school wide initiative and infuse interdisciplinary thematic units.
- We will administer Beginning, Middle, and End of Year assessments; Running Records as well as monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 4th grade teachers, literacy coach and Supervisors to meet on a monthly basis so they can review data and plan meaningful differentiated lessons.
- We will initiate a test sophistication model throughout grades 3 and 4 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Parents will review student performance through periodic progress reports utilizing the student planners and ARIS parent link data information.

An analysis of NYS Assessment results over a four year period from 2006-2009 indicates the following:

Data Analysis/Finding - Grade 5

Grade	Year	#L1	%L1	#L2	%L2	#L3	%L3	#L4	%L4	#L3+4	%L3+4
5	2006	17	13.9	59	48.4	42	34.4	4	3.3	46	37.7
5	2007	15	10.3	80	54.8	50	34.2	1	0.7	51	34.9
5	2008	8	6.2	59	45.7	61	47.3	1	0.8	62	48.1
5	2009	1	1.0	34	35.1	61	62.9	1	1.0	62	63.9

Historically our 5th grade students have done well on the NYS Elementary Level **English Language Arts Examination** with a consistent increase over the past four years, achieving **37.7%** (school year 2005-2006); **34.9%** (school year 2006-2007); **48.1%** (school year 2007-2008); **63.9%** (school year 2008-2009), respectively.

After careful disaggregating of the data for the past four years, we have concluded the following:

- Although we have made significant gains from 2006-2008, we showed a minimal increase of 0.2% of levels 4's.
- Our level two students have declined 10.6% from 45.7% level fours to 35.1% level two from for the 2008-2009 school year.

In reference to the statistics from the table above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to the addition of the literacy skills and strategies (Skill of the Week; Grammar Focus of the Week; Book of the Month writing initiative) that were implemented for the 2008-2009 school year.

We attribute the slight decline to the following observations:

- The Knowledge Network has in the past 2 years, introduced new Core Knowledge curriculum materials and infused a comprehensive literacy program.
- There is a need for more collaboration curriculum planning; differentiated lessons; and developing thematic units and assessments (i.e. Book of the Month) through comprehensive professional development.

After careful analysis of our data, we noted the following observations:

- Our students' weakest areas are in the short and extended response portion of the examination.
- A review of the item skills analysis and various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments) revealed that students continued to demonstrated a deficiency in the area of critical analysis and comprehension of the following literacy skills and strands:
 - Main Idea and Support Details
 - Use graphic organizers to record significant details from the story
 - Collect and interpret data, facts and details
 - Understanding written directions and procedures
 - Sequence of Events

Although our 5th grade English Language Arts results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- P.S. 224 will provide professional development opportunities and intervisitations for our fifth grade classroom teachers in curriculum development on a monthly basis through our Literacy coaches and Supervisors.
- We will focus our efforts in a school wide initiative and infuse interdisciplinary thematic units.
- We will administer Beginning, Middle, and End of Year assessments; Running Records as well as monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 5th grade teachers, literacy coach and Supervisors to meet on a monthly basis so they can review data and plan meaningful differentiated lessons.
- We will initiate a test sophistication model throughout grades 4 and 5 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Parents will review student performance through periodic progress reports utilizing the student planners and ARIS parent link data information.

An analysis of NYS Assessment results over a four year period from 2006-2009 indicates the following:

Data Analysis/Finding – Grade 6

Grade	Year	#L1	%L1	#L2	%L2	#L3	%L3	#L4	%L4	#L3+4	%L3+4
6	2006	14	13.1	64	59.8	29	27.1	0	0.0	29	27.1
6	2007	1	1.1	45	49.5	42	46.2	3	3.3	45	49.5
6	2008	3	2.7	80	71.4	29	25.9	0	0.0	29	25.9
6	2009	1	0.9	38	33.0	74	64.3	2	1.7	76	66.1

Historically our 6th grade students have done well on the NYS Elementary Level **English Language Arts Examination** with a consistent increase over the past four years, achieving **27.1%** (school year 2005-2006); **49.5%** (school year 2006-2007); **25.9%** (school year 2007-2008); **66.1%** (school year 2008-2009), respectively.

After careful disaggregating of the data for the past four years, we have concluded the following:

- Although we have made significant gains from 2006-2008, we showed a minimal increase of 1.7% of levels 4's.
- Our level three students have increased 38.4% from 25.9% level fours to 64.3% level threes from for the 2008-2009 school year.

In reference to the statistics from the table above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to the addition of the literacy skills and strategies (Skill of the Week; Grammar Focus of the Week; Book of the Month writing initiative) that were implemented for the 2008-2009 school year.

We attribute the slight decline to the following observations:

- The Knowledge Network has in the past 2 years, introduced new Core Knowledge curriculum materials and infused a comprehensive literacy program.
- There is a need for more collaboration curriculum planning; differentiated lessons; and developing thematic units and assessments (i.e. Book of the Month) through comprehensive professional development.

After careful analysis of our data, we noted the following observations:

- Our students' weakest areas are in the short and extended response portion of the examination.
- A review of the item skills analysis and various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments) revealed that students continued to demonstrated a deficiency in the area of critical analysis and comprehension of the following literacy skills and strands:
 - Main Idea and Support Details
 - Use graphic organizers to record significant details from the story
 - Collect and interpret data, facts and details
 - Understanding written directions and procedures
 - Sequence of Events

Although our 6th grade English Language Arts results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- P.S. 224 will provide professional development opportunities and intervisitations for our sixth grade classroom teachers in curriculum development on a monthly basis through our Literacy coaches and Supervisors.
- We will focus our efforts in a school wide initiative and infuse interdisciplinary thematic units.
- We will administer Beginning, Middle, and End of Year assessments; Running Records as well as monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 6th grade teachers, literacy coach and Supervisors to meet on a monthly basis so they can review data and plan meaningful differentiated lessons.

- We will initiate a test sophistication model throughout grades 5 and 6 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Parents will review student performance through periodic progress reports utilizing the student planners and ARIS parent link data information.

Mathematics

Data Analysis/Finding – Grade 3

Grade	Year	#L1	%L1	#L2	%L2	#L3	%L3	#L4	%L4	#L3+4	%L3+4
3	2006	18	13.3	37	27.4	72	53.3	8	5.9	80	59.3
3	2007	7	6.0	19	16.4	75	64.7	15	12.9	90	77.6
3	2008	7	7.1	19	19.2	60	60.6	13	13.1	73	73.7
3	2009	0	0.0	18	14.6	82	66.7	23	18.7	105	85.4

Student Performance –

Historically our 3rd grade students have done well on the NYS Mathematics Examination with a consistent increase over the past four years, achieving 59.3% (school year 2005-2006); 77.6% (school year 2006-2007); 73.7% (school year 2007-2008); 85.4% (school year 2008-2009), respectively.

After careful disaggregating of the data for the past four years, we have concluded the following:

- There has been a consistent increase in our levels 3 and 4 students over the last four years.

In reference to the statistics from the table above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to the addition of the unit assessments in Everyday Mathematics and Impact Mathematics (Grade 6) that were implemented for the 2008-2009 school year.

We attribute the consistent increase to the following observations:

- Effectiveness of the mathematics curriculum
- Balanced Approach to Mathematics instruction
- Ongoing assessments and use of the data-drive instruction
- Morning-tutoring and After-school intervention programs
- Parent workshops and forums

After careful analysis of our data, we noted the following observations:

- Our students' weakest areas are in the short and extended response portion of the examination.
- After reviewing the item skills analysis along with various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments), there is a significant deficiency in the area of critical analysis of the following mathematical strands:
 - Understanding associative property of multiplication along with multiplication facts.
 - Estimation of numbers in the hundreds, thousands, ten-thousands, etc.
 - Formulate conclusions and make predictions using graphs
 - Explore equivalent fractions and fraction operations
 - Interpret and utilize measurement tools and strategies/concepts
 - Problem Solving concepts and strategies.

Although our 3rd grade Mathematics results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- Supply more literature with mathematics themes in classroom and school libraries. The Supervisors, Math Coaches and grades leaders will provide professional development, curriculum development, and intervisitations of other classroom teachers in order to share best practices and enhance pedagogy of their colleagues and meet the needs of the various sub-groups student population.
- We will focus our efforts in a school wide initiative and infuse math topic that correlates to the math pacing calendars.
- We will administer Beginning, Middle, and End of Year assessments and monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 3rd grade teachers, math coach and Supervisors to meet on a monthly basis so they can review data in order to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- We will initiate a test sophistication model throughout grades 2 and 3 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Provide increase support in parent forums and workshops to enhance mathematical understanding (i.e. online Acuity assessments; home intervention strategies and Everyday Math home connections via the Internet).

Data Analysis/Finding - Grade 4

An analysis of NYS Assessment results over a three year period from 2006-2009 indicates the following:

Grade	Year	#L1	%L1	#L2	%L2	#L3	%L3	#L4	%L4	#L3+4	%L3+4
4	2006	32	23.0	39	28.1	58	41.7	10	7.2	68	48.9
4	2007	21	16.9	41	33.1	56	45.2	6	4.8	62	50.0
4	2008	11	10.9	31	30.7	49	48.5	10	9.9	59	58.4
4	2009	8	8.3	20	20.8	52	54.2	16	16.7	68	70.8

Student Performance –

Historically our 4th grade students have done well on the NYS Mathematics Examination with a consistent increase over the past four years, achieving 48.9% (school year 2005-2006); 50.0% (school year 2006-2007); 58.4% (school year 2007-2008); 70.8% (school year 2008-2009), respectively.

After careful disaggregating of the data for the past four years, we have concluded the following:

- There has been a consistent increase in our levels 3 and 4 students over the last four years.

In reference to the statistics from the table above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to the addition of the unit assessments in Everyday Mathematics and Impact Mathematics (Grade 6) that were implemented for the 2008-2009 school year.

We attribute the consistent increase to the following observations:

- Effectiveness of the mathematics curriculum
- Balanced Approach to Mathematics instruction
- Ongoing assessments and use of the data-drive instruction

- Morning-tutoring and After-school intervention programs
- Parent workshops and forums

After careful analysis of our data, we noted the following observations:

- Our students’ weakest areas are in the short and extended response portion of the examination.
- After reviewing the item skills analysis along with various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments), there is a significant deficiency in the area of critical analysis of the following mathematical strands:
 - Understanding associative property of multiplication along with multiplication facts.
 - Estimation of numbers in the hundreds, thousands, ten-thousands, etc.
 - Formulate conclusions and make predictions using graphs
 - Explore equivalent fractions and fraction operations
 - Interpret and utilize measurement tools and strategies/concepts
 - Problem Solving concepts and strategies.

Although our 4th grade Mathematics results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- In 2009-2010, P.S. 224 will pilot the Envision Math program for two classes within the following grades 4, 5 and 6. The program will enhance the existing Everyday Math curriculum and provide teachers with online resources to assist with differentiated lesson for various subgroups.
- Supply more literature with mathematics themes in classroom and school libraries. The Supervisors, Math Coaches and grades leaders will provide professional development, curriculum development, and intervisitations of other classroom teachers in order to share best practices and enhance pedagogy of their colleagues and meet the needs of the various sub-groups student population.
- We will focus our efforts in a school wide initiative and infuse math topic that correlates to the math pacing calendars.
- We will administer Beginning, Middle, and End of Year assessments and monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 4th grade teachers, math coach and Supervisors to meet on a monthly basis so they can review data in order to provide instructional emphasis on students’ strengths and weaknesses and to assist in the grouping of students.
- We will initiate a test sophistication model throughout grades 3 and 4 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Provide increase support in parent forums and workshops to enhance mathematical understanding (i.e. online Acuity assessments; home intervention strategies and Everyday Math home connections via the Internet).

Data Analysis/Finding - Grade 5

Grade	Year	#L1	%L1	#L2	%L2	#L3	%L3	#L4	%L4	#L3+4	%L3+4
5	2006	21	17.2	42	34.4	45	36.9	14	11.5	59	48.4
5	2007	20	14.0	60	42.0	54	37.8	9	6.3	63	44.1
5	2008	9	7.0	53	41.4	54	42.2	12	9.4	66	51.6
5	2009	3	3.0	30	30.3	55	55.6	11	11.1	66	66.7

Student Performance –

Historically our 5th grade students have done well on the NYS Mathematics Examination with a consistent increase over the past four years, achieving 48.4% (school year 2005-2006); 44.1% (school year 2006-2007); 51.6% (school year 2007-2008); 66.7% (school year 2008-2009), respectively.

After careful disaggregating of the data for the past four years, we have concluded the following:

- There has been a fluctuating increase in our levels 3 and 4 students over the last four years.

In reference to the statistics from the table above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to the addition of the unit assessments in Everyday Mathematics and Impact Mathematics (Grade 6) that were implemented for the 2008-2009 school year.

We attribute the consistent increase to the following observations:

- Balanced Approach to Mathematics instruction
- Ongoing assessments and use of the data-drive instruction
- Morning-tutoring and After-school intervention programs
- Parent workshops and forums

After careful analysis of our data, we noted the following observations:

- Our students' weakest areas are in the short and extended response portion of the examination.
- After reviewing the item skills analysis along with various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments), there is a significant deficiency in the area of critical analysis of the following mathematical strands:
 - Understanding associative property of multiplication along with multiplication facts.
 - Estimation of numbers in the hundreds, thousands, ten-thousands, etc.
 - Formulate conclusions and make predictions using graphs
 - Explore equivalent fractions and fraction operations
 - Interpret and utilize measurement tools and strategies/concepts
 - Problem Solving concepts and strategies.

Although our 5th grade Mathematics results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- In 2009-2010, P.S. 224 will pilot the Envision Math program for two classes within the following grades 4, 5 and 6. The program will enhance the existing Everyday Math curriculum and provide teachers with online resources to assist with differentiated lesson for various subgroups.
- Supply more literature with mathematics themes in classroom and school libraries. The Supervisors, Math Coaches and grades leaders will provide professional development, curriculum development, and intervisitations of other classroom teachers in order to share best practices and enhance pedagogy of their colleagues and meet the needs of the various subgroups student population.
- We will focus our efforts in a school wide initiative and infuse math topic that correlates to the math pacing calendars.
- We will administer Beginning, Middle, and End of Year assessments and monthly unit assessments aligned with the scope and sequence and core curriculum.

- We will incorporate a common planning time for the 5th grade teachers, math coach and Supervisors to meet on a monthly basis so they can review data in order to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- We will initiate a test sophistication model throughout grades 4 and 5 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Provide increase support in parent forums and workshops to enhance mathematical understanding (i.e. online Acuity assessments; home intervention strategies and Everyday Math home connections via the Internet).

Data Analysis/Finding – Grade 6

Grade	Year	#L1	%L1	#L2	%L2	#L3	%L3	#L4	%L4	#L3+4	%L3+4
6	2006	23	21.3	32	29.6	49	45.4	4	3.7	53	49.1
6	2007	1	1.1	31	34.4	47	52.2	11	12.2	58	64.4
6	2008	14	12.8	33	30.3	48	44.0	14	12.8	62	56.9
6	2009	0	0.0	33	28.4	76	65.5	7	6.0	83	71.6

Student Performance –

Historically our 6th grade students have done well on the NYS Mathematics Examination with a consistent increase over the past four years, achieving 49.1% (school year 2005-2006); 64.4% (school year 2006-2007); 56.9% (school year 2007-2008); 71.6% (school year 2008-2009), respectively.

After careful disaggregating of the data for the past four years, we have concluded the following:

- There has been a fluctuating increase in our levels 3 and 4 students over the last four years.

In reference to the statistics from the table above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to the addition of the unit assessments in Everyday Mathematics and Impact Mathematics (Grade 6) that were implemented for the 2008-2009 school year.

We attribute the consistent increase to the following observations:

- Balanced Approach to Mathematics instruction
- Ongoing assessments and use of the data-drive instruction
- Morning-tutoring and After-school intervention programs
- Parent workshops and forums

After careful analysis of our data, we noted the following observations:

- Our students' weakest areas are in the short and extended response portion of the examination.
- After reviewing the item skills analysis along with various assessments (i.e. student folders, project-based portfolios, teacher observation; ITA and unit assessments), there is a significant deficiency in the area of critical analysis of the following mathematical strands:
 - Understanding associative property of multiplication along with multiplication facts.
 - Estimation of numbers in the hundreds, thousands, ten-thousands, etc.
 - Formulate conclusions and make predictions using graphs
 - Explore equivalent fractions and fraction operations
 - Interpret and utilize measurement tools and strategies/concepts
 - Problem Solving concepts and strategies.

Although our 6th grade Mathematics results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- In 2009-2010, P.S. 224 will pilot the Envision Math program for two classes within the following grades 4, 5 and 6. The program will enhance the existing Everyday Math curriculum and provide teachers with online resources to assist with differentiated lesson for various subgroups.
- Supply more literature with mathematics themes in classroom and school libraries. The Supervisors, Math Coaches and grades leaders will provide professional development, curriculum development, and intervisitations of other classroom teachers in order to share best practices and enhance pedagogy of their colleagues and meet the needs of the various subgroups student population.
- We will focus our efforts in a school wide initiative and infuse math topic that correlates to the math pacing calendars.
- We will administer Beginning, Middle, and End of Year assessments and monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the 6th grade teachers, math coach and Supervisors to meet on a monthly basis so they can review data in order to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- We will initiate a test sophistication model throughout grades 5 and 6 through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Provide increase support in parent forums and workshops to enhance mathematical understanding (i.e. online Acuity assessments; home intervention strategies and Impact Math home connections via the Internet).

Data Findings: Social Studies

Social Studies instruction is integrated through our Core Knowledge curriculum in grades 4, 5, and 6 and within the Pre-Kindergarten through grade 3 curriculum. The student's social studies understanding and knowledge is measured and demonstrated through teacher created tests, exit projects, multicultural festivals, class discussions, and oral presentations.

PS 224 has identified the following needs assessment in Social Studies for the **2009-2010** school-year:

Student Performance – Student Performance Trends:

NY Social Studies Exam Results – Grade 5

School Year	Level 1	Level 2	Level 3	Level 4
2006-2007	49	29	27	2
Percentage	45.79%	27.10%	25.23%	1.86%

School Year	Level 1	Level 2	Level 3	Level 4
2007-2008	41	26	60	3
Percentage	31.29%	19.84%	45.80%	2.29%

School Year	Level 1	Level 2	Level 3	Level 4
2008-2009	23	13	57	7
Percentage	23%	13%	57%	7%

Student Performance –

Historically our 5th grade students have done well on the NYS Social Studies Examination with a consistent increase over the past three years, achieving 27.09% (school year 2006-2007); 48.09% (school year 2007-2008); 64% (school year 2008-2009), respectively.

In reference to the statistics from the tables above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to embedding the various literary skills and strategies with the Core Knowledge core curriculum which is continuing to flourish in our second year of implementation during the 2008-2009 school year.

After careful analysis of our data, we noted the following observations:

• Our students' weakest areas are in the short and extended response portion of the examination. After reviewing the item skills analysis, there is a significant deficiency with student written responses of the following social studies components and/or concepts:

- Enhancing the correlation of the NYS Core Curriculum and the Core Knowledge Curriculum
- Interpreting map skills and graphs with the Document Based Questions
- Formulate conclusions and make predictions using graphs
- Identifying the Main Idea, Drawing Conclusions/Making Inferences using the Document Based Questions
- Identifying support details in student writing and organization structure.

Although our 5th grade Social Studies results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- Supply more literature with Social Studies themes in classroom and Core Knowledge libraries. The Supervisors, Literacy Coaches and grades leaders will provide professional development, curriculum development, and intervisitations of other classroom teachers in order to share best practices and enhance pedagogy of their colleagues and meet the needs of the various sub-groups student population.
- Implementing the workshop model for instruction within the Core Knowledge curriculum.
- Library media center to make available magazines (i.e. National Geographic, Time for Kids, Faces Magazine, and Nick Jr.)
- We will focus our efforts in a school wide initiative and infuse Core Knowledge themes that correlates to the Social Studies pacing calendars/scope and sequence for grades Pre-K to 6 as well as develop project-based assessments and activities.
- We will administer Beginning, Middle, and End of Year assessments and monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the teachers, coaches and Supervisors to meet on a monthly basis so they can review data (utilizing the class summary sheets) in order to provide instructional emphasis on students' strengths and weaknesses and to assist in the grouping of students.
- We will initiate a test sophistication model throughout all grades through daily lessons, Early Morning Tutoring and Academic Intervention services.
- Provide increase support in parent forums and workshops to enhance Social Studies understanding (i.e. online assessments, home connections via the Internet).

Data Analysis/Findings – Science:

Science instruction is integrated within the Pre-Kindergarten through grade 6 curriculum, to date there are no standardized assessments in this content area for grades Pre-K – 3 and grade 5. The student’s scientific understanding is measured utilizing teacher created tests, exit projects, science projects/fairs, and class discussions/oral presentations.

Student Performance –

Historically our 4th grade students have done well on the NYS Science Examination with a consistent increase over the past four years, achieving 56% (school year 2005-2006); 45% (school year 2006-2007); 68% (school year 2007-2008), respectively.

SchoolYear	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 3 & 4 %
2005-2006	7%	37%	47%	9%	56%
2006-2007	7%	48%	35%	10%	45%
2007- 2008	10%	22%	52%	16%	68%
2008-2009	6%	21%	40%	33%	73%

In reference to the statistics from the tables above, P.S. 224 has made great strides in diminishing our Levels 1 and 2 student performance population. This accomplishment was made due to embedding the various literary skills and strategies with the NYS Science Living Environment core curriculum and scope and sequence during the 2008-2009 school year. Additionally, in the 2009-2010 school year, we have established a new science laboratory to engage students in a number of hands-on experiments and discovery.

After careful analysis of our data, we noted the following observations:

- Our students’ weakest areas are in the short and extended response portion of the examination. After reviewing the item skills analysis, there is a significant deficiency with student performance of the following science concepts:

- Interpreting and/or formulating conclusions and make predictions using graphs/charts
- Enhance the hands-on science component with utilization of the Delta/Foss kits

Although our 4th grade Science results show an increase in student performance, we believe that with the following plan in place, we can see an improvement in students of all performance levels.

- We will administer Beginning, Middle, and End of Year assessments and monthly unit assessments aligned with the scope and sequence and core curriculum.
- We will incorporate a common planning time for the teachers, coaches and Supervisors to meet on a monthly basis so they can review data (utilizing the class summary sheets) in order to provide instructional emphasis on students’ strengths and weaknesses and to assist in the grouping of students.
- Supply more literature with Science themes in classroom and Core libraries. The Supervisors, Literacy Coaches and grades leaders will provide professional development, curriculum development, and intervisitations of other classroom teachers in order to share

best practices and enhance pedagogy of their colleagues and meet the needs of the various sub-groups student population.

- Utilize the workshop model integrating components of the scientific method of discovery (Grades PreK-6)
- Application of NYC standards for science and NYS science core curriculum
- Continue to use Foss Kits which will be used to provide students with investigations and hands-on activities (Grades PreK-6)
- Classroom libraries will include non-fiction/science literature (books, magazines, journals and articles)
- Two 50 minute periods each week will be designated solely for science instruction in grade 3 and three 50-minute periods each week will be designated solely for science instruction in grade 4
- Teachers will implement science centers in their classrooms to reinforce science skills, strategies and techniques
- Purchase of research based science program (Consumables to compliment textbooks) resource – textbook and teachers guide), as well as supplemental materials i.e. microscopes, beakers, slides, etc to be utilized in the science laboratory.
- Continue new science program, Scott Foresman (Grades K-6) to provide teachers with more structure, pacing, concept, and instructional support
- Provide differentiated instruction to accommodate learning styles and subgroups.
- Students will practice using the scientific method and write about their science discoveries. Additionally, they will complete research projects incorporating exit project structure.
- Provide students with opportunities to visit library for the purpose of using reference materials.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

PS 224 has identified the following goals for the **2009-10** school-year:

1) English Language Arts:

Goal: By June 2010, P.S. 224 grades K-6 students will attain a 7% improvement in achieving at Levels 3 and 4 on the New York State English Language Arts Examination and Benchmark Assessments.

Description: Based on the 2008-2009 student data and responses, there is a need to enhance student writing and skill development in all subject areas. For the 2009-2010 school year, P.S. 224 students will receive a host of various subject area assessments that incorporate writing prompts that will enhance and master their writing abilities. Additionally, P.S. 224 will invite accredited and establish authors to visit our school to share with the students their writing strategies and stories.

2) Mathematics:

Goal: By June 2010, P.S. 224 grades K-6 students will attain a 7% improvement in achieving a Levels 3 and 4 on the New York State Mathematics Examination.

Description: Based on the 2008-2009 student data and responses, there is a need to enhance student mathematical computation and concepts in all topics/stands. For the 2009-2010 school year, P.S. 224 students will receive math unit assessments as well as periodic benchmark exams that will assess their content and process mathematics concepts. P.S. 224 will provide professional development and intervisitations on data-driven instruction and problem solving strategies.

3) Social Studies:

Goal: By June 2010, P.S. 224 grades K-6 students will attain a 7% improvement in achieving a Level 3 and 4 on the New York State Social Studies Examination and Benchmark Assessments.

Description: Based on the 2008-2009 student data and responses, there is a need to enhance student Core Knowledge themes/concepts in the various historical events and timelines. For the 2009-2010 school year, P.S. 224 students will receive social studies unit assessments as well as periodic benchmark exams that will assess their social studies knowledge and content. P.S. 224 will provide professional development and intervisitations on data-driven instruction and writing skills and strategies.

4) Science:

Goal: By June 2010, P.S. 224 grades K-6 students will attain a 7% improvement in achieving a Levels 3 and 4 on the New York State Science Examination and Benchmark Assessments.

Description: Based on the 2008-2009 student data and responses, there is a need to enhance student scientific method and concepts in all science unit and environmental study. For the 2009-2010 school year, P.S. 224 students will receive science unit assessments as well as periodic benchmark exams that will assess their content and process concepts. P.S. 224 will provide professional development and intervisitations on data-driven instruction and problem solving strategies. Additionally, P.S. 224 will focus on enhance student's ability to conduct science investigations and incorporating writing strategies as they document their findings.

5) Parent Involvement – By June 2010, P.S. 224 will increase communication with parents and parent involvement by 10% through professional development in data awareness, student progress and achievement.

Description: Based on the 2008-2009 parent responses to the Learning Environment Survey, there was a minimal increase in parental support and communication. Upon reviewing the 2008-09 Quality Review report, parents have expressed concerns on enhancing their knowledge of data and student progress. For the 2009-10 school year, P.S. 224 has developed a variety of professional development and information sessions on Acuity and ARIS Parent Link to increase parental awareness, communication and support on student achievement.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts (Grds K-6)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, P.S. 224 grades K-6 students will attain a 7% improvement in achieving a Levels 3 and 4 on the New York State English Language Arts Examination; ECLAS and DIBELS assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> -New York City ELA standards and the New York State Core Curriculum -Reading, discussing, and using various genres (both fiction and non-fiction) -Provide PD on Journal writing and 4-square writing/write source techniques and strategies -Book of the Month -Effective questioning techniques to facilitate productive and accountable talk -Develop, Monitor and Revise student academic goals to promote student achievements -Small group and differentiated instruction -Multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, core curriculum unit assessments, exit projects, Applied Learning Standards projects and the NYS Math exam will be utilized to guide instruction. -Project-based instruction (written and oral report presentations) -Field journeys to places that incorporate the particular novel/chapter book's theme/concepts -Showcase and celebrate student work – newsletter, assemblies, etc. to an audience
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy, PCEN, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>School leaders have systems in place to regularly examine at least once per month or at the end of each unit individual student, subgroup, and grade level data to monitor and revise groupings and curricular decisions throughout the year to improve student outcomes.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics (Grades K-6)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, P.S. 224 grades K-6 students will attain a 7% improvement in achieving a Levels 3 and 4 on the New York State Mathematics Examination and/or Benchmark Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>New York City Math standards and the New York State Core Curriculum -Reading, discussing, and using various problem solving strategies. -Provide Professional Development on Journal writing and “Problem of the Day” techniques and strategies -Effective questioning techniques to facilitate productive and accountable talk -Develop, Monitor and Revise student academic goals to promote student achievements Small group and differentiated instruction -Project-based instruction (written and oral report presentations) -Multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, core curriculum unit assessments, exit projects, Applied Learning Standards projects and the NYS Math exam will be utilized to guide instruction. -Field journeys to places that incorporate text-to-world/real-life math problem and solution scenarios -Showcase and celebrate student work – newsletter, assemblies, etc. to an audience</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, PCEN, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>School leaders have systems in place to regularly examine at least once per month or at the end of each unit individual student, subgroup, and grade level data to monitor and revise groupings and curricular decisions throughout the year to improve student outcomes.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Science (Grades K-6)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, P.S. 224 grades K-6 students will attain a 7% improvement in achieving a Levels 3 and 4 on the New York State Science Examination and Benchmark Assessments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ➤ New York City Standards Science and the New York State Core Curriculum ➤ and project-based instruction ➤ Reading, discussing, and using expository text strategies ➤ Provide Professional Development in Journal writing techniques and scientific discovery ➤ Small group and differentiated instruction ➤ Written and oral reports, presentations, and lab investigations ➤ Effective questioning techniques to facilitate productive accountable discussions and investigations ➤ Multiple modes of assessment that include teacher-made assessments, rubrics, performance logs, portfolio compilation, product assessment, core curriculum unit assessments, 4th grade exit projects, Applied Learning Standards projects and the NYS Science exam will be utilized to guide instruction. ➤ Field journeys to places that offer authentic experiences to the Liberty Science Center, etc. ➤ Galleries of Student Work whereby students present learning expeditions (project based work) to an audience.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy, PCEN, Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>School leaders have systems in place to regularly examine at least once per month or at the end of each unit individual student, subgroup, and grade level data to monitor and revise groupings and curricular decisions throughout the year to improve student outcomes.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, P.S. 224 will increase communication with parents and parent involvement by 10% through professional development in data awareness, student progress and achievement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ Provide professional development to parents on ARIS parent link and Acuity progress data. ➤ Offer parent information sessions to parents regarding school policies, procedures and upcoming events. ➤ Inform parents of student work celebrations and upcoming events through the following methods of communications (i.e. school messenger, monthly newsletters, flyers, eChalk school website, student planners, etc.) ➤ Provide monthly progress reports and report cards to review and discuss student academic progress and achievement ➤ Parent Coordinator and coaches will provide professional development on academic programs and curriculum
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>School leaders have systems in place to regularly examine parental involvement professional development opportunities as well as monitor and revise decisions throughout the year to improve student outcomes.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, P.S. 224 will increase communication with parents, staff and students by 4% through professional development in data awareness, student progress and achievement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> ➤ Offer professional development to parents on attendance awareness through ARIS Parent Link ➤ Communicate with parents/caregivers through school messenger and absences and immunization ➤ Conduct monthly meetings with the Attendance team on attendance, 407's and immunization ➤ Praise students on their attendance achievements through quarterly assemblies on academic achievement ➤ Showcase student accomplishments on perfect attendance through monthly school newsletter and eChalk
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>School leaders have systems in place to regularly examine parental involvement professional development opportunities as well as monitor and revise decisions throughout the year to improve student outcomes.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	5	1		
1	12	12	N/A	N/A	8	1		
2	11	11	N/A	N/A	10	2		
3	24	24	N/A	N/A	7			
4	12	12	12	12	6			
5	15	15	15	15	10			
6	10	10	10	10	10			
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>AIS services are provided to all targeted students during the Early Morning Tutoring and Extended Day Programs, where a variety of supplement materials are used to improve student performances. In addition, the AIS students receive additional services through small group pullout programs where they use the Spellread Program and Voyager Program.</p>
<p>Mathematics:</p>	<p>AIS service are provided to all targeted students during Early Morning Tutoring and Extended Day Programs, where Math Steps, Jumpstart, Skills Link and Ladder to Success are used to improve student performance. In addition, the AIS students receive additional services through small group pullout program where they use the Everyday Math/Envision Math materials to support classroom instruction.</p>
<p>Science:</p>	<p>AIS services are provided to all targeted students during Early Morning Tutoring and Extended Day Programs, where science core materials (Scott Foresman) and science supplemental material will be used. In addition, teachers will utilize the workshop model integrating components NYS standards for science and NYS science core curriculum (Grades K-6) in the classroom. Instructional strategies will utilize the workshop model integrating components of the scientific method of discovery (Grades K-6) into the curriculum. Classroom libraries will include non-fiction/science literature (books, magazines, journals, and articles). Students will be encouraged to practice and write about science discoveries and research projects.</p>
<p>Social Studies:</p>	<p>AIS services are provided to all targeted students during the Early Morning Tutoring and Extended Day Programs, where a variety of supplement materials are used to improve student performances on the social studies exam. In addition, the AIS students receive additional services through small group pullout programs where they use the classroom materials to support social studies content.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The School Counselor will provide daily and weekly conferences for At-risk students as determined by the counselor and the PPC committee. This service will be implemented during the school day and may vary from one-to-one or small group as needed to meet the needs of the student.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>The School Psychologist will have daily conferences with At-risk students during the school day as determined by the psychologist and the PPC Committee</p>
<p>At-risk Services Provided by the Social Worker:</p>	
<p>At-risk Health-related Services:</p>	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) for Inclusion with the CEP

**Language Allocation Policy Narrative Report
P.S. 224
2009-2010 School Year**

The Hale A. Woodruff Public School 224 is in District, 19, Region 5 of the New York City Public School System. The school is situated in the East New York section of Brooklyn. The current population of 864 students (includes 54 Pre-K students not part of the ESL Program) consists of children from culturally diverse backgrounds.

The LAP Team is composed of the following staff members: C. Charles, Assistant Principal; L. Robinson, Parent Coordinator; E. Fried, Grade 6 Teacher; A. Ali, ESL Teacher. This group meets during the weekly Inquiry Team Meetings from October through June, for at least one and one-half hours each session.

According to the latest available data, 634 of the students are black, 221 are Hispanic, 16 are Asian, and 6 are white. 3 others are “multi-racial”. The total number of English Language Learners is **70**. The major language spoken by the ELL’s is Spanish. The majority of students from low-income families and more than 95% qualify for free lunch. A sizable number of the students are disadvantaged, foster children, and/or have emotional problems.

The P.S. 224 facilitates early morning tutoring from Monday to Thursday as part of an extended day program. The results of the ELA and Math assessments demonstrate a continued need to improve student performance to meet standards. There are **95** students with Individual Education Plans who receive the full continuum of Special Education Services. There is one full-time SETTS teacher, one full-time speech teacher, one full-time guidance counselor.

P.S. 224 ESL Population

Grade	Regular Ed. Classes	Special Ed. Classes
Kindergarten	13	1 CTT & 1 12:1:1
One	5	1 CTT & 1 12:1:1
Two	9	1 CTT
One/Two Bridge	0	12:1:1
Three	4	1 CTT
Four	9	0
Five	12	0
Six	7	0

The freestanding ESL pullout program services general and special education students. P.S.224 has an ESL Laboratory with a variety of appropriate materials and wireless internet. The languages spoken by the ELL students include **Afrikaans, Fulani, IBO, TWI, Wolof, Spanish, Bengali, and Haitian Creole**. At P.S. 224 we recognize the fact that there is a strong correlation between first and second language literacy skills. Students who have developed pre-literacy skills in their first language make the transition to English more easily.

The Language Allocation Policy at P.S.224 will adhere to the principles stated in the Continuum for Academic Rigor (CARE) document. In order for ELL's to meet the high standards set for all students, and to participate fully in all school activities, it is critical that each student receive the necessary support to achieve academic success. Instructional strategies for ESL students will scaffold academic language as well as modeling English. In addition, students will develop social and academic language through performance-based tasks. Ongoing assessments will occur at regular intervals.

P.S.224 provides ESL instruction to **70** regular and special education students. The main objective of the ESL program is to equip all ELL's with tested instructional strategies that will enable them to develop English and improve academic skills. To accomplish this goal, P.S.224 provides 360 minutes a week for beginning and intermediate level ESL students and 180 minutes a week for all advanced ESL students. English Language Learners in grades 2 - 6 have the opportunity to attend the Extended Day Program. English Language Learners in grades 2 – 6 also attend Early Morning Tutoring. The instructional strategies and techniques being employed by the ESL teacher implement all instructional approaches used by the classroom teachers including the reading and writing workshop. Instruction is based on activating prior knowledge and recognizing the strong correlations between literacy in the first and second language. English Language Learners participate in read-alouds, interdependent dialogues, partner and echo reading, shared reading, independent reading, speaking activities, and writing activities on a daily basis. In addition, ESL students receive content-based instructions that will enable them to meet the standards in Math, Science, and Social Studies. To make these strategies and techniques effective, P.S.224 has purchased high-interest leveled books and materials to support the ESL program. Some of the material used in the ESL Lab is the Rigby's Guided Reading libraries and Harcourt's Moving Into English Program. At present, P.S.224 does not have any SIFE students.

Long- term ESL students are entitled to attend Early Morning Tutoring, Extended Day and Saturday Academy. There is consistent communication with the classroom teachers and the ESL teacher to discuss the progress of the ELL students. In certain instances, some ESL students may require other intervention services to facilitate their academic advancement. Individual student's progress is reviewed by the PPT (Pupil Personnel Team) at P.S.224 to determine how to best help them meet the standards.

All classroom and cluster teachers receive strategies to assist them in meeting the needs of ESL students during professional development sessions. The entire staff received training on ESL strategies and content area instruction during P.S.224's ETS professional development in August. In addition, classroom teachers receive training on a regular basis during grade conferences.

P.S.224 has **6** ESL students in special education. All ESL special education students who are in Collaborate Team Teaching and self-contained classes have paraprofessionals in each (the **Grade ½ Bridge class with two bi-lingual paraprofessionals and the self-contained Grade 1 class with one bi-lingual paraprofessional**). In addition, all ELL Special Needs students receive their mandated ESL periods of instruction determined by their NYSLAT level.

The one (**1**) ESL teacher at P.S. 224 this school year (2009-2010) is state-certified.

Part B: CR Part 154 (A-6) Bilingual/ESL Program Description

Type of Program: ___ Bilingual **X** ESL ___ Both

**Number of LEP (ELL) Students Served in 2009-2010: 61 Genl. Ed. & 6 in Spec. Ed=67
In Grades K-3, there are 6 IEP Self-Contained/CTT students + 2 General Eds with IEPs in
the ESL Program.**

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description, to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates and use of data to improve instruction.:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

The Hale A. Woodruff Public School 224 sustains a Free-standing ESL program. **This Program is offered to the students based on parent choice. Upon registration of new ELL students in the school, parents are provided with a form (in addition to the HLIS form), which surveys their complete understanding of the services that their child will receive during the course of ELL instruction.** During the 2009-2010 school year **66** students from kindergarten to grade six are serviced through this program. There are **61** regular education students and **6** special education students receiving ESL. The special education students are in the following classes: (**1=Class K-660; 1 in 1-661; 1 in Gr. 2 CTT; 1 in 1-662; 2 in Gr. 3 CTT; total 6**). The languages spoken by the ELL students include **Afrikaans, Fulani, IBO, TWI, Wolof, Spanish, Bengali, and Haitian Creole**. P.S. 224 has one full-time, certified ESL teacher. Public School 224 operates on a seven period schedule. ELL students are serviced five periods per day. P.S.224 provides 355 minutes a week for beginning and intermediate level ESL students and 180 minutes a week for all advanced ESL students and 180 minutes of ELA. The General Education ESL Population during 2009-2010 is: **4 in Grade 1, 9 in Grade 2, 8 in Grade 3, 10 in Grade 4, 12 in Grade 5, 7 in Grade 6 and 11 in Grade K**. P.S. 224 will be implementing Core Knowledge, which is an interdisciplinary approach to teaching English Language Arts and Everyday Mathematics and IMPACT Math for math instruction. Grades Kindergarten through Grade 3 are Reading First classrooms. The two ESL laboratories also supplement the Reading and Writing Workshop with the Harcourt Moving Ahead in English Series developed specifically for English Language Learners. The ESL program incorporates strategies from these instructional methods to address the needs of the ELL population. The Sheltered Instruction Observation Protocol (SIOP), which included the use of Anticipation Guides, Double-Entry Journals, and Graphic Organizes, is the model for our ELL practices. The CALLA approach, focusing on academic and linguistic development is also utilized. The Ellis technology intervention program, which builds vocabulary and literacy, is used as an additional instructional strategy. In collaboration with the assistant principal for ELL, classroom teachers, coaches, and Teacher Center staff developer, the ESL teacher develops curriculum aligned with the City and State standards. There is currently no bilingual program at P.S. 224 because we have no more than **8** students from any one language group in any of the grades.

There is no Saturday Program this 2009-2010 school year. However, there is an Extended Day Program, which consists of the following ELL students:

Grade 3 – 10 students

Grade 4 – 10 students

Grade 5 – 12 students

Grade 6 – 7 students

For the Extended Day Program, the following materials are used: “Finish-Line Reading”; “NYS Math”; “Math Steps”; “NYS ELA”.

- Program planning and management description: The ELL program is planned out collaboratively among the ESL teachers and supervisors. ELL teachers maintain student records which contain documentation of students’ needs, achievement, and progress.
- Identification and placement of ELLs: students are identified on admission for the program based on information from home language surveys. Students are then placed according to their grade level, and test results from the LAB-R assessments.
- School-based supervisory support is provided by an assistant principal and principal.
- Use of external organizations: the school draws its support from the LSO network.
- Compliance with ELL-related mandates (units of instruction by proficiency levels)
- Use of data to improve instruction: ELL students participate in ongoing informal and formal assessments. Students take the NYSESLAT, the results of which teachers use to group students in pull out and push-in program models. Teachers also use data from periodic assessments (ITA, Predictive ELA, ELA) to identify students’ needs.
- ESL program model: P.S. 224 uses a combination of the push-in and pull-out models for ELL instruction, in order to comply with ELL-related mandates. For example, students who need more intervention to remediate language deficits are pulled-out at times to facilitate intensive one-on-one instruction.
- Language of Instruction and native language support: Since the school does not offer a bilingual program, students are instructed in English; however, students have access to materials in their native language to encourage transference of skills.

B. Extracurricular: P.S. 224 provides all ELL students with the same extra-curricular programs open to all students. Currently, the school facilitates programs in dance, step, choir, multi-cultural enrichment, and track.

The Hale A. Woodruff Public School 224 is in District, 19, of the New York City Public School System. The school is located in the East New York section of Brooklyn. The current population of **864** students consists of children from culturally diverse backgrounds.

The total number of English Language Learners is **67**. The major language spoken by the ELL’s is Spanish. The majority of students from low-income families and more than 90% qualify for free lunch. A sizable number of the students are disadvantaged, foster children, and/or have emotional problems.

P.S.224 added grade six in September 2005. In January 2003 P.S.224 was removed from the SURR list and is no longer an Extended Time School. The results of the ELA and Math assessments demonstrate a continued need to improve student performance to meet standards. There are **95** students

with Individual Education Plans who receive the full continuum of Special Education Services. There is one full-time SETTS teacher, one full-time speech teacher and one full-time guidance counselor.

Grade	Regular Ed. Classes	Special Ed. Classes
Kindergarten	4	1 CTT & 1 12:1:1
One	5	1 CTT & 1 12:1:1
Two	5	1 CTT
One/Two Bridge	0	12:1:1
Three	4	1 CTT
Four	5	0
Five	5	0
Six	4	0

In the 2009-2010 school year, P.S. 224 will service **67** ELL students. The free-standing ESL pull-out program services general and special education students. P.S.224 has one ESL Laboratories with a variety of appropriate materials and wireless internet. The languages spoken by the ELL students include Spanish, Bengali, Haitian Creole, and French. At P.S.224 we recognize the fact that there is a strong correlation between first and second language literacy skills. Students who have developed pre-literacy skills in their first language make the transition to English more easily.

P.S. 224 Student Population:

Grade	Regular Ed.	Special Ed.
Kindergarten	127	13
One	103	13
Two	115	17
Three	111	7
Four	113	0
Five	94	0
Six	90	0

The NYSELAT test results reveal a very clear pattern across proficiency levels and grades. Most students in the lower grades, as well as in the middle and upper grades, score higher in the listening and speaking portions than in the reading and writing subtests. This school year, the ESL program has faced this challenge head-on. The ESL program at P.S.224 implements the Region 5 Literacy Prototype following the Reading and Writing Workshop from kindergarten to sixth grade. The ESL laboratory also supplements the Reading and Writing Workshop with the Harcourt Moving Ahead in English Series developed specifically for English Language Learners. Reading and writing are part of language development for second language learners, and students must be involved with writing and literacy activities right from the start, whether or not they can speak English fluently. To ensure quality writing across grade levels, the ESL teacher uses well-written, high-interest literature that provides models for good writing. P.S.224 believes the ELL's benefit from extensive teacher modeling, shared writing activities and the use of graphic organizers. Students also need to improve in the areas of literal and in interpretive comprehension.

City and State Math assessments indicate that some ELL's met the benchmark in computation skills. However, they do not satisfy the benchmark in solving word problems. Students need more instruction in Math vocabulary skills and in comprehending the tasks they need to complete. Math instruction needs to be more 'hands-on' and allow students to work cooperatively to solve problems.

In Science, some of our students meet the benchmark. ESL students need to be more involved in experiments and hands-on Science activities in order for them to better understand the concept presented.

Lower grade ELL's participate in Reading First and the ECLAS-2, DIBELS and Terra Nova assessments. Middle and upper grade students take the interim assessments in the content areas in English.

The Language Allocation Policy at P.S.224 will adhere to the principles stated in the Continuum for Academic Rigor (CARE) document. In order for ELL's to meet the high standards set for all students, and to participate fully in all school activities, it is critical that each student receive the necessary support to achieve academic success. Instructional strategies for ESL students will scaffold academic language as well as modeling English. In addition, students will develop social and academic language through performance-based tasks. Ongoing assessments will occur at regular intervals.

P.S.224 provides ESL instruction to **70** regular and special education students. The main objective of the ESL program is to equip all ELL's with tested instructional strategies that will enable them to develop English and improve academic skills. To accomplish this goal, P.S.224 provides 355 minutes a week for beginning and intermediate level ESL students and 180 minutes a week for all advanced ESL students. English Language Learners in grades 2 - 6 have the opportunity to attend the Extended Day Program. English Language Learners in grades 3 - 6 also attend Early Morning Tutoring and Saturday Academy. The instructional strategies and techniques being employed by the ESL teacher implement all instructional approaches used by the classroom teachers including the reading and writing workshop. Instruction is based on activating prior knowledge and recognizing the strong correlations between literacy in the first and second language. English Language Learners participate in read-alouds, interdependent dialogues, partner and echo reading, shared reading, independent reading, speaking activities, and writing activities on a daily basis. In addition, ESL students receive content based instructions that will enable them to meet the standards in Math, Science, and Social Studies. To make these strategies and techniques effective, P.S.224 has purchased high-interest leveled books and materials to support the ESL program. Some of the material used in the ESL Lab is the Rigby's Guided Reading libraries and Harcourt's Moving Into English Program. At present, P.S.224 does not have any SIFE students.

Long term ESL students are entitled to attend Early Morning Tutoring, Extended Day and Saturday Academy. There is consistent communication with the classroom teachers and the ESL teacher to discuss the progress of the ELL students. In certain instances, some ESL students may require other intervention services to facilitate their academic advancement. Individual student's progress is reviewed by the PPT (Pupil Personnel Team) at P.S.224 to determine how to best help them meet the standards.

P.S.224 has **3** ESL students in special education CTT classes. In addition, all ELL Special Needs students receive their mandated ESL periods of instruction determined by their NYSLAT level.

At P.S.224 the ESL teacher is state certified in English as a Second Language and works full-time.

- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments. Activities might include parent orientations, homework help, leadership development, ESL and/or math/literacy.

Parent and community involvement is ongoing at P.S.224. The Parent Coordinator along with the Parent's Association conducts numerous parent workshops throughout the school year. Two mandated orientation sessions for ELL parents are held in September and February. Additional sessions are provided, as needed, to meet the needs of the newly arrived ELLs. Workshops in the native languages of the parents are given on topics such as school procedures, rights and responsibilities of parents and students, standardized testing, school grading policy, procedures for parent teacher conferences, and seminars on immigrant services available in the community. Parents are also offered sessions during the school day, after school and on Saturdays in parenting, ESL, and technology. All parents at P.S. 224 are encouraged to participate in the Learning Leaders Programs so that they can be volunteers at the school.

The Parent Orientation for new English Language Learners (ELL's) is meticulously planned and presented at the beginning of the school year and periodically throughout the school year. The letters explaining the three program choices and the video presented during the orientation are in the home language that the parents speak and understand. Based on the parent surveys, the majority of the parents overwhelmingly indicate that they prefer their children to participate in the free-standing ESL program at P.S.224. Bilingual Hispanic parents often reject the transfer option when it is presented to them.

- III. Project Jump Start (Programs and activities to assist newly enrolled LEP students):

Not applicable.

- IV. Staff Development (2009-2010 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies. (2009-2010 activities):

Staff Development for the 2009-2010 school year at P.S. 224 is ongoing both at on and off-site locations. All staff will receive professional development designed to support the implementation of the Chancellor's initiatives, LSO and school goals for the instruction of ELLs. The ESL teacher, Math and Literacy and Reading First Coaches and other specialists will conduct workshops. Workshop topics will include ESL Standards, Literacy for ELLs, Math for ELLs, ELL Assessments and Data Analysis, and Best Practices.

All classroom and cluster teachers receive strategies to assist them in meeting the needs of ESL students during professional development sessions. In addition, classroom teachers receive training on a regular basis during grade conferences.

- V. Support services provided to LEP students. Describe other support structures that are in place in your school which are available to ELLs.

(See above.)

- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program

(Not Applicable)

Type of Program: Bilingual ESL Both

Number of LEP (ELL) Students Served in 2007-08: was 66 last year

Number of Teachers and Support Personnel for 2008-09

School Building: Hale A. Woodruff P.S. 224 District 19

List the FTEs in your school in the Bilingual Education and ESL Programs in the appropriate column.

School Building	N u m b e r o f T e a c h e r s 2009-2010				N u m b e r o f Teaching Assistants or Paraprofessionals***	S u b - T o t a l
	A p p r o p r i a t e l y C e r t i f i e d *		I n a p p r o p r i a t e l y C e r t i f i e d o r U n c e r t i f i e d T e a c h e r s **			
Hale A. Woodruff P.S. 224K	Bilingual Program	E S L Program	Bilingual Program	E S L P r o g r a m	Bilingual Program	ESL Program
Grade K		1				
Grade 1		“				
Grade 2		“				
Grade 3		“				
Grade 4		“				
Grade 5		“				
Grade 6		“				
TOTALS		11 ESL K-6				Grand Total : 1 ESL

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2009-2010 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

Schedules for the three (3) types of service offered (beginning, intermediate and advanced) are included in the charts on the following 3 pages.

STUDENT SCHEDULE 2008-09 ESL – Ms. A. Ali

ESL Program Type: ___ Free-Standing ___ Push-in X Pull-out
 Indicate Proficiency Level: X Beginning ___ Intermediate ___ Advanced

School District: _____ 19 _____ School Building: 224 _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:50 To: 9:40	Subject Reading Workshop	Subject Reading Workshop	Subject Reading Workshop	Subject Science	Subject Reading Workshop
2	From: 9:42 To: 10:32	Subject Social Studies	Subject Social Studies	Subject Social Studies	Subject Math	Subject ESL PullOut Social Studies
3	From: 10:34 To: 11:24	Subject Writer's Workshop	Subject Writer's Workshop	Subject ESL PullOut Writer's Workshop	Subject ESL PullOut Math	Subject ESL PullOut Writer's Workshop
4	From: 11: 26 To: 12: 16	Subject Lunch	Subject Lunch	Subject Lunch	Subject Lunch	Subject Lunch
5	From: 12:18 To: 1:08	Subject ESL PullOut Test Prep	Subject ESL PullOut Test Prep	Subject Math	Subject Reading Workshop	Subject Math
6	From: 1:10 To: 2:00	Subject Math	Subject Math	Subject Math	Subject Social Studies	Subject Math
7	From: 2:02 To: 2.52	Subject Science	Subject Art	Subject Physical Education	Subject Writer's Workshop	Subject Art

STUDENT SCHEDULE 2008-09 ESL – Ms. A. Ali

ESL Program Type: ___ Free-Standing ___ Push-in X Pull-out
 Indicate Proficiency Level: ___ Beginning X Intermediate ___ Advanced

School District: 19

School Building: 224

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:50 To: 9:40	Subject Social Studies	Subject Social Studies	Subject Science	Subject Social Studies	Subject Physical Education
2	From: 9:42 To: 10:32	Subject Reading Workshop	Subject Reading Workshop	Subject Reading Workshop	Subject Reading Workshop	Subject Social Studies
3	From: 10:34 To: 11:24	Subject Writer's Workshop	Subject Writer's Workshop	Subject Writer's Workshop	Subject Writer's Workshop	Subject Reading Workshop
4	From: 11:26 To: 12:16	Subject ESL PullOut Science	Subject Technology	Subject ESL PullOut Social Studies	Subject ESL PullOut Social Studies	Subject ESL PullOut Writer's Workshop
5	From: 12:18 To: 1:08	Subject Lunch	Subject Lunch	Subject Lunch	Subject Lunch	Subject Lunch
6	From: 1:10 To: 2:00	Subject Math	Subject ESL PullOut Math	Subject ESL PullOut Math	Subject ESL PullOut Science	Subject Math
7	From: 2:02 To: 2:52	Subject Math	Subject Math	Subject Math	Subject Math	Subject Math

STUDENT SCHEDULE 2008-09 ESL – Ms. A. Ali

ESL Program Type: ___ Free-Standing ___ Push-in **X** ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate **X** Advanced

School District: _____ **19** _____ **School Building:** _____ **224** _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:50 To: 9:40	Subject Social Studies	Subject Social Studies	Subject Science	Subject Social Studies	Subject Physical Education
2	From: 9:42 To: 10:32	Subject Reading Workshop	Subject Reading Workshop	Subject Reading Workshop	Subject Reading Workshop	Subject Social Studies
3	From: 10:34 To: 11:24	Subject Writer's Workshop	Subject Writer's Workshop	Subject Writer's Workshop	Subject Writer's Workshop	Subject Reader's Workshop
4	From: 11:26 To: 12: 16	Subject ESL PullOut Science	Subject Technology	Subject ESL PullOut Social Studies	Subject Social Studies	Subject Writer's Workshop
5	From: 12:18 To: 1:08	Subject Lunch	Subject Lunch	Subject Lunch	Subject Lunch	Subject Lunch
6	From: 1:10 To: 2:00	Subject Math	Subject ESL PullOut Math	Subject ESL PullOut Math	Subject Science	Subject Math
7	From: 2:02 To: 2.52	Subject Math	Subject Math	Subject Math	Subject Math	Subject Math

Form TIII – A (1)(a)

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Grade Levels K – 6 Number of Students to be Served: 70 LEP 0 Non-LEP

Number of Teachers: 2 (1 full and 1 part-time/shared)

Other: 1 Bilingual Spanish teacher & 8 other Spanish-speaking classroom teachers

School Building Instructional Program/Professional Development Overview

Form TIII – A (1)(a)

Part C: Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Grade Levels K – 6 Number of Students to be Served: 70 LEP 0 Non-LEP

Number of Teachers: 1 Full-Time

Other: 1 Bilingual Spanish teacher & 8 other Spanish-speaking classroom teachers

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program¹

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The Hale A. Woodruff Public School 224 sustains a Free-standing ELS program. During the 2009-2010 school year **70** students from kindergarten to grade six will be serviced through this program. In addition, Public School 224 will be implementing a push-in ESL model. There are **63** regular education students and **7** special education students receiving ESL. The ESL teacher is a certified instructor. The ESL teacher is state certified in English as a Second Language. The languages spoken by the ELL students include Spanish, Bengali, Haitian Creole, and French. Public School 224 operates on a seven period schedule. ELL students are serviced five periods per day. During the 2009-2010 school year, there are **15** kindergarten student, **7** grade one students, **10** grade two students, **10** grade three students, **9** grade four students, **12** grade five students and **7** grade six students. The main objective of the ESL program is to equip all ELL's with tested instructional strategies that will enable them to develop English and improve academic skills. To accomplish this goal, P.S.224 provides 360 minutes a week for beginning and intermediate level ESL students and 180 minutes a week for all advanced ESL students and 180 minutes of ELA.

English Language Learners in grades 3 - 6 have the opportunity to attend the Extended Day Program. **Title 3 Funding** supports per-session activities and instructional supplies. There will be 2 certified ESL/Bilingual teachers servicing in this program. There will be two groups of approximately 10 to 15 students in each group. One group will be for students in grades 3 and 4 and the other group will be for grades 5 and 6. The program will focus on ESL/ELA standards and strategies, math standards and strategies and social studies standards and strategies. The ESL certified teacher will work with both groups on ESL/ ELA standards to prepare students for the NYSESLAT assessment. The bilingual certified teacher will work with students on content area instruction focusing on Math, Science and Social studies in preparation for the NYS assessments and provide native language support for these students through this after school program. Due to the fact that parents choose ESL program and the number of students does not help us begin a bilingual program, we have decided to give these students additional support through the use of their native language with in the content area. The teachers will work with both groups for 45 minute session each session. The program will begin in January and end in April. There will be one and a half hour session twice a week for 14 weeks. We will be purchasing literacy materials for the ESL/ELA component of the program. We will purchase NYSESLAT and Beyond, Intensive English lesson card set, and Social Studies Bridges

¹ Buildings providing Title III services to immigrant students must also complete this form for the immigrant program.

Navigators to follow up with student progress. All materials for Math and Science will be purchased with other school funds for this program.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Staff Development for the 2009-2010 school year at P.S. 224 will be held during study groups, faculty conferences, and grade meetings. All staff will receive professional development designed to support the implementation of the Chancellor’s initiatives, regional and school goals for the instruction of ELLs. The ESL teacher, Math and Literacy Coaches, LSO’ instructional specialists, and other specialists will conduct workshops. Workshop topics will include ESL Standards, Literacy for ELLs, Math for ELLs, ELL Assessments and Data Analysis, and Best Practices. Title III teachers will participate in these PDs

To ensure that Title III teachers provide quality instruction to students in the Title III program and that these teachers receive sustained professional development, additional PD will be offered to them and will be conducted by a math coach and a literacy coach – 2 in literacy and 2 in math, one hour each. The PDs will be held on alternate Fridays for one hour from 3 to 4 pm. Additionally, PD is held during teacher preparation periods, during “Lunch and Learn” sessions daily (3 lunch periods); and other randomly designated times. PD is provided by Principal, Assistant Principals, Guidance Counselor, Lead Teachers, Coaches, SBST staff, and ISC Staff, such as the ELL Compliance and Performance Specialists, and the Knowledge Network Learning Support Organization ELL Instructional Specialist. The Title III teachers are included in the projected PD schedule, prepared monthly from September through June. In addition, ELL teacher will attend Citywide ELL professional development workshops provided by the OELL office Some of these sessions are the following:

Strategies for Differentiated Instruction
Data Analysis
Curriculum Mapping
NYS ELA Assessment
NYS Math Assessment
Promotional policy
Reading First Curriculum

Professional Development activities are at NO COST to the Program.

Parental Involvement

Parents of the students participating in the Title III program will receive letters in their native language informing them about the benefits of the Title III program and the opportunities that their children will have by attending the program. The Title III orientation meeting will be held with parents before the commencement of the program. They will be kept informed about the progress their students are making while in the program. The parents will be invited to visit the classroom while the Title III program is in session. There will be a final meeting held with the parents and the Title III teacher at the end of the program to share their thoughts about the Title III program and the experiences they have had with their children who have been enrolled in the Title III program. The parent coordinator will be conducting the meetings with parents together with an ESL teacher. This program will be at no cost to program. Some of these workshops are:

ELA Standards and the NYS Assessment
Math Standards and NYS Assessment

Promotional Policy

Health Issues

Clubs available at this school

Helping your child with school work

During the first half of the 2009-2010 Semester, there will be one (1) ELL parent meeting for orientation purposes. All ELL parents are invited. A second meeting is scheduled for the Spring. During these meetings parents are shown videos, listen to speakers, are informed of their children's progress, and are provided with information regarding our Program. Light refreshments are served at these meetings funded with Title III funds.

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$10439.52	After School Program 2 teachers x 6 hours x 14 weeks x 49.73 = \$ 8,354.64 (M-Th from 3:05-4:35) – Jan-April 2010 Professional Development (1 coach + 2 Teachers) 3 teachers x 2 hours x 7 weeks x 49.73 = \$2,084.88 (Alt. Fridays 3-4pm) – Jan.-April 2010
Purchased services such as curriculum and staff development contracts	\$198.22	Parent Workshops 1 teacher x 4 hours x 49.73 = \$198.92
Supplies and materials	\$4,262.26	NYSESLAT and Beyond Upgrade Materials for 2009/2010 = \$314.04 Additional Supplies = \$3,948.22
Travel		
Other	\$100.00	Parent Workshop Snacks/Refreshments (4 hours) = \$100.00
TOTAL	\$15,000.00	

Title III LEP Program
 School Building Budget Summary (following page)

SECTION XVII
BUDGET NARRATIVE

School District 19 For Title III
 BEDS Code 331900010224

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2009-2010, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$3,000.

Instructional Component

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 15 Professional Salaries	After School Program 2 teachers x 6 hours x 14 weeks x 49.73 = \$ 8,354.64 (M-Th from 3:05-4:35) – Jan-April 2010 Professional Development (1 coach + 2 Teachers) 3 teachers x 2 hours x 7 weeks x 49.73 = \$2,084.88 (Alt. Fridays 3-4pm) – Jan.-April 2010
Code 16 Support Staff Salaries	Parent Workshops 1 teacher x 4 hours x 49.73 = \$198.92
Code 40 Purchased Services	
Code 45 Supplies and Materials	<i>Supplementary Instructional materials to be used in the Title III program</i> NYSESLAT and Beyond Upgrade Materials for 2009/2010 = \$314.04 Additional Supplies = \$3,948.22

This entire section must be completed for each budget submitted.

School District 19
BEDS Code 331900010224

For Title III

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

BUDGET NARRATIVE

School District 19 For Title III
 BEDS Code 331900010224

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2009-2010, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$3,000.

Professional Development Component

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	1 teacher x 4 hours x 49.73 = \$198.92
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	

This entire section must be completed for each budget submitted.

School District 19
BEDS Code 331900010224

For Title III

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

BUDGET NARRATIVE

School District 19 For Title III Parent
 BEDS Code 331900010224

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2009-2010, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$3,000.

Parent Involvement Component

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)</i>
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	Parent Workshop - Refreshments and snacks - \$100.00

This entire section must be completed for each budget submitted.

School District 19 For Title III
BEDS Code 331900010224

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

This entire section must be completed for each budget submitted.

School District 19 For Title III
BEDS Code 331900010224

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	
<i>Code 20</i> <i>Equipment</i>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

P.S. 224 reviewed the Home Language Surveys of its students. We paid particular attention to the surveys of our ELL population. There is an immediate need for Spanish translation of parent notices and school policies. P.S.224 will provide Spanish translation of parent notices and school policies. We will utilize the translation unit at the DOE to translate parent notices and school policies.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

PS 224 discovered from the Home Language Surveys, 62 students receive ESL support. PS 224 concluded that there was a need for parent information to be translated. In addition, PS 224's has on-site staff members who are available to translate during oral communications.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

P.S. 224 will provide Spanish translation of parent notices and school policies. We will schedule per session and/or per diem money for bi-lingual teachers to translate parent notices and school policies.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

P.S. 224 will provide oral Spanish interpretation during pre-arranged parent meetings and for parent workshops. We will schedule school aide bulk money and per diem money to provide these services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

P.S. 224 will provide Spanish translation of parent notices and school policies. P.S. 224 will provide oral Spanish interpretation during pre-arranged parent meetings and for parent workshops. P.S.224 will provide primary language Report Cards and Central notices to parents as needed. P.S. 224 will provide copies of such written notices with the Parent Coordinator in Room 123. Parental notices will be sent in English and other targeted languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of such notification will be posted in a prominent location near the main office of the school.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$893,308.00	\$178,999.00	\$1,072,307.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 8,933.00		\$ 8,933.00
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$ 0.00	\$ 0.00
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 44,583.00		\$ 44,583.00
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$ 0.00	\$ 0.00
6. Enter the anticipated 10% set-aside for Professional Development:	\$ 87,127.00		\$ 87,127.00
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$ 0.00	\$ 0.00

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 99%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

To insure 100% high quality teachers by the end of the school year, our new teachers are receiving weekly professional development by our on-site mentor and common planning time with administrators, coaches and grade leaders. In addition, our new teachers are receiving off-site professional development as well as the opportunity to attend professional development afterschool or during lunch-n-learns on-site.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

School Parental Involvement Policy:

I. General Expectations

Hale A Woodruff Public School 224 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **Hale A. Woodruff Public School 224** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Parents will work with the school through the School Leadership Team and the PTA Executive board to development the School Parental Involvement Plan.
2. **Hale A. Woodruff Public School 224** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. **Hale A. Woodruff Public School 224** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. **Hale A. Woodruff Public School 224** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: such as: Reading First, Early Reading First, Parents As Teachers, and Learning Leaders.
5. **Hale A. Woodruff Public School 224** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. **Hale A. Woodruff Public School 224** will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by June 2009. This policy was adopted by the Hale A. Woodruff Public School 224 PTA on June 16, 2006 and will be in effect for the period of three years. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 29, 2009.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Hale A. Woodruff Public School 224, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2008-2009.

School Responsibilities

Hale A. Woodruff Public School 224 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: **PS 224 will provide high-quality curriculum and instruction in the following ways: a) hiring highly-qualified staff members to fulfill vacancies, b) provide professional development to staff members in curriculum and data implementation, c) continue the implementation of the Reading First initiative in K-3, d) continue the implementation of the Core Knowledge in grades 4, 5, and 6, e) continue our mathematics implementations of Everyday Math in grades K-5 and IMPACT Math in grade 6, and f) implementation of a Writing Program in grades K-6.**
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: **Parent-Teacher conferences will be held on November 10, 2009 and March 16, 2010.**
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: **Parents will be provided with student progress in October, February, and May. In addition, parents will be notified of student's successes and academic decline by the teacher as needed via phone calls, letters or conferences.**

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: **Staff members are available for consultation with parents through schedule appoints on their preparation period, lunch, mornings and afternoons (as arrange by the staff member).**
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: **Parent volunteers must attend the Learning Leaders Program to volunteer in the school. Parents may visit their child's classroom during Open School week. In addition, parents may schedule a classroom visit with the classroom teacher and the grade supervisor to observe their child's classroom.**
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

I, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- come to school on time and prepared everyday.
- come to school with a willing spirit to learn and do what is asked of me by my teacher.
- do my homework every day and ask for help when I need to.
- read at least 30 minutes every day outside of school time.
- work on achieving the goals that my teacher and I have created for this school year.
- give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

SCHOOL/TEACHER'S SIGNATURE _____ DATE _____

PARENT'S SIGNATURE _____ DATE _____

STUDENT'S SIGNATURE _____ DATE _____

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
See Needs Assessments – pgs. 11-26

2. Schoolwide reform strategies that: **(See Action Plan pgs. 30-35)**
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Wherever possible, PS 224 will recruit teachers that are appropriately certified. PS 224 will monitor the progress of all uncertified teachers through Principal counseling, and administrator support as well as support from the ISC-Integrated Service Center.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

As an extended time school, our staff receives weekly professional development (50 -100 minutes) to assist them in implementing the curriculum. The staffs is also invited to attend study groups and are encouraged to take classes at participating colleges as well as the UFT Teacher Center

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Principals in collaboration with the Knowledge Network Personnel Manager and Liaisons will follow the policies set forth by the Department of education to ensure that the selection of highly qualified teachers follows the guidelines set by the New York State Education Department. Principals in collaboration with the Knowledge Network Regional Operation Centers' Personnel Manager and Liaisons work with the Division of Human Resources to identify qualified teachers through the open market, major recruitment campaigns and through relationships with Colleges and Universities.

6. Strategies to increase parental involvement through means such as family literacy services.

To increase parental involvement, PS 224 will

- a. Work with the parent coordinator to develop workshops that will support family literacy, such as Reading and Writing, Math, Nutrition, Homework assistance.*
- b. Send parents to conferences supporting family literacy.*
- c. Work with the PTA and the Parent Coordinator with the implementation of Parent Forums, Parent Outings, and additional Parent Grade meetings in the evenings.*

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

In order to achieve smooth transitions, administrators and teachers must work to ensure program continuity by providing an age-appropriate curriculum within all early childhood grades. To facilitate opportunities for communication and cooperation throughout the

year, a variety of continuity and transition activities will be planned to support the “moving-on” experience. These experiences will be provided for staff, children, and parents from Community Based Organizations, Public School Pre-Kindergartens and Special Education Pre-Schools as follows:

Ongoing Communication for Staff

- *Establish a community-wide Pre-Kindergarten Advisory Committee that meets bi-monthly to develop plans and materials (including registration information) to be used in the transition process by all Pre-Kindergarten Programs in the Region.*
- *Invite staff of the preschool and kindergarten programs to participate in exchange visits.*
- *Establish and implement joint in-service professional development sessions, meetings and discussions focused on transition, curriculum and instructional practices.*
- *Pre-Kindergarten teachers will develop a list of competencies/skills that Pre-Kindergarten children will come away with when they complete the year and begin kindergarten. This list of competencies/ skills will be passed on to the kindergarten teachers for use in making curriculum decisions. The Pre-Kindergarten standards will also be shared with the Kindergarten staff and supervisors.*
- *Share Department of Education curriculum and standards for kindergarten with CBO agencies and Pre-Kindergarten staff in order to expose them to what will come next.*

Transition Activities for Children

- *Schedule a visit or a series of visits to the new school for the children.*
- *Provide pre-kindergarten children with a summer package that includes transition activities.*
- *Encourage children to ask questions about kindergarten.*
- *Organize a Pre-Kindergarten Day for parents and children who will be attending Kindergarten in the public school the following year.*

Involvement of Parents in Transition

- *Provide parents with information about the school their child will be attending.*
- *Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.*
- *Organize and implement a Kindergarten Fair at each elementary school.*
- *Invite parents who have already had children transition to kindergarten to talk about their experience to the parents of the incoming group.*
- *Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, etc.*
- *During Pre-Kindergarten Parent Advisory Meetings discuss kindergarten curriculum and expectations.*

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

During grade meetings and Inquiry team meetings, teachers will be included in decisions regarding academic assessments and data interpretations.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
To assist students who may experience difficulty in mastering the skills for proficiency in reading and mathematics, we will provide the following activities/programs:
- ❖ *Small group instructions before school in literacy and mathematics*
 - ❖ *Afterschool assistance in literacy and mathematics*
 - ❖ *Saturday Academy assistance in literacy and mathematics*
 - ❖ *Lunch and Learn assistance in literacy and mathematics*
 - ❖ *Academic Intervention Services for targeted students.*
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- PS 224 will incorporate outside agencies as needed to support student achievement. Currently, PS 224 is working with Studio for Arts to enhance student development and appreciation for art.*

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

- c. Minimize removing children from the regular classroom during regular school hours;
- 4. Coordinate with and support the regular educational program;
- 5. Provide instruction by highly qualified teachers;
- 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
- 7. Provide strategies to increase parental involvement; and
- 8. Coordinate and integrate Federal, State and local services and program.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

P.S. 224 will be implementing a Curriculum Committee in conjunction with the Inquiry Team to review the curriculum and instructional materials in order to assess the extent to which each finding is applicable and to determine the implications for the school’s instructional program for Key Findings 1-5.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited;

and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In the area of curriculum and instruction, P.S. 224 has two Reading First coaches and an AIS support personnel to review and discuss with the student's individual needs in the various areas of English Language Arts.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although, we have added a literacy support staff, there is still a need for additional workshops to ensure that all staff members are familiar with the literary components of the English Language Arts curriculum.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

P.S. 224 will address the findings and will develop a series of workshops as well as our inquiry team on student goals and objectives. In addition, PS 224 will enhance the duties of the literacy team to better facilitate the workshop and information to the staff. PS 224 will continue to incorporate professional development for all teachers on meeting the needs of the students through differentiated instruction.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In the area of curriculum and instruction, P.S. 224 has a Math coaches and an AIS support personnel to review and discuss with the student's individual needs in the various areas of Mathematics.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although, we have our support staff, there is still a need for additional workshops to ensure that all staff members are familiar with the mathematical strands of the NYS Mathematics curriculum.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **P.S. 224 will address the findings and will develop a series of workshops as well as our inquiry team on student goals and objectives. In addition, PS 224 will enhance the duties of the math team to better facilitate the workshop and information to the staff. PS 224 will continue to incorporate professional development for all teachers on meeting the needs of the students through differentiated instruction.**

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

In the area of professional development, P.S. 224 has hired an IEP teacher who reviews student IEP's and discussing with the student's individual needs with the general education teacher as well as the special needs teacher.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although, we have added an IEP teacher to the staff and the PPC, there is still a need for additional workshops to ensure that all staff members are familiar with the student needs on the IEP.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. **P.S. 224 will address the findings and will develop a series of workshops on student IEP goals and objectives for the general education. In addition, PS 224 will enhance the duties of the IEP teacher and the Mainstreaming Committee to better facilitate the workshop and information to the staff. PS 224 will continue to incorporate professional development for all teachers on meeting the needs of the students through differentiated instruction.**

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

P.S. 224 is addressing the above findings with the hiring of an IEP teacher to become a member of the SBST and the PPC committee to review and discuss student IEP's. This is still a new process and the committee will continue to meet and develop plans for including behavioral goals and objectives in order to turnkey the information to general education and special needs teachers. All teachers are required to keep anecdotes of their students.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Although we are working to ensure that the needs of our special education students are being met, we are aware that a behavioral plan with goal and objectives is needed.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

P.S. 224 will continue to work with its established teams to ensure that student IEP information is disseminated to general education teachers as well as special needs teachers. PS 224 will continue to incorporate professional development for all teachers on meeting the needs of the students through differentiated instruction.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

20 students

2. Please describe the services you are planning to provide to the STH population.

- (a) The School Guidance Counselor is provided with a list of names of the students in Temporary Housing.*
- (b) The School Guidance Counselor will provide outreach and support to families in Temporary Housing situations.*
- (c) Students in Temporary Housing are provided with additional counseling, including referrals, and/or evaluations as necessary.*
- (d) Students are given the opportunity to receive additional resources outside of the regular instructional day, such as AIS After-School/Early Morning Tutoring, any extracurricular clubs and activities as sponsored by P.S. 224.*